Honors Seminar V & VI: Aesthetics, Values, and Authority
IDH 3034 Fall 2015
Challenges in Healthcare

Tuesday & Thursday 5:00 p.m. to 6:15 p.m. in Room AHC2 655
Course Director: Barbra A. Roller, Ph.D.
Co-Course Director: Robert Dollinger, M.D.
rollerb@fiu.edu or 305-348-7289; AHC2 368A
dollinge@fiu.edu or 305-348-0672; AHC2 370

Office hours by appointment.

Students will access all course materials via Blackboard: http://ecampus.fiu.edu/

The Honors College Seminars examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of The Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

Course Goals:

1. To assist students in selecting a career in medicine. What are the healthcare career options? How do they get there?
2. To improve students’ preparedness for a career in medicine (e.g. acquiring competencies basic to the practice of medicine, preparing for the challenges of the MCAT and the academic rigors of medical school, understanding the ethical/moral challenges faced by medical practitioners)
3. To help students acquire knowledge that will advance their understanding of healthcare delivery locally, nationally and globally (e.g. healthcare systems, health policy, research, public health, social determinants, etc.)
4. To provide opportunities for mentorship and guidance by HWCOM faculty

Course Objectives:

Upon completion of this two-semester course, students will:

- Be able to evaluate and assess their own commitment and aptitude for entry into and success in medical school or another health profession
- Develop their interest and skills in service, leadership, communication, analysis and organization
- Develop learning strategies, test taking strategies and strategies to facilitate time management
- Be able to apply their knowledge in the behavioral, natural and social sciences to solve problems that call for scientific reasoning
- Have acquired habits of thought that will prepare them for careers in healthcare
• Understand the expectations and rigors of achieving the MD or other degrees in healthcare
• Be ethically aware and sensitive to the challenges faced by healthcare professionals locally, nationally, and globally
• Understand the basic history, structure, policies and issues of contemporary healthcare
• Understand the sociological, anthropological, and philosophical contexts of healthcare and cultural competency
• Have developed skills to work collaboratively and in an interdisciplinary manner
• Have acquired the knowledge and skills needed to prepare for the MCAT (or corollary exam), to interview well, and to otherwise be a successful applicant to professional schools in the area of healthcare

Format

• Class meets twice a week. In general, one session will be lecture or another presentation format, while the second session will involve active learning in related “hot topics” or in the development of learning skills.
• Class will be supplemented by active learning strategies. Faculty will engage students with controversial/ethical discussion topics, case study analysis through class discussion, and out of class assignments.
  o Readings to be assigned by course director or other participating faculty
  o Diagnostic reasoning case studies
  o Assignments such as conducting a literature search or data search on a research topic and presenting the findings to the class.

Required Resources

For this course you will need dependable internet access. The materials used in this course are posted on Blackboard at: http://ecampus.fiu.edu. You are responsible for regularly consulting online materials. You will receive announcements in class and by email through your FIU email address. You are responsible for any material distributed through Blackboard or through email.

GL Learning Outcomes for IDH 3034-5

• Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  
  • Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

• Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
  
  • Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

• Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
  
  • Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority
Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements
Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/academics/policies/citizenship/.

Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors Education in the ARTS (HEARTS)
The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See http://honors.fiu.edu/hearts/.

Honors College Academic Misconduct Statement
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties
An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

Please refer to the following documents for additional information:

FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html

FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html
Religious Observances
Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Policy for Assigning an “I” Incomplete Grade
An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student’s own negligence. Please see FIU’s Policy for Assigning an Incomplete Grade.

Physical, Mental and Sensory Challenges
Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.

Attendance, Participation, Quizzes, etc.
There are many faculty members participating in this course, and as a result, not only many different teaching styles, but also many ways of assessing your mastery of the material. You are expected to be an active participant in class presentations and discussions. To participate, you have to be there, so attendance is mandatory. Should something arise, you will be allowed 2 unexcused absences. However, please keep in mind that it will not be possible to make up grades for missed presentations, class participation, or for missed quizzes. Quizzes may be administered on readings and in-class discussions. Three unexcused absences will result in a decrease of one letter grade. Four or more unexcused absences will result in a course grade of ‘F.’ Please also keep in mind that this course is designed for you—the future health professional. It is important that you maintain the highest ethical conduct and professionalism in your academic and personal life in order to be successful in attaining your future goals. If any problems should arise, please contact Dr. Roller or Dr. Dollinger.

Grading and Evaluation
Response/Reflection Papers: 6 @ 25 points each-------------------------- 150
Presentations-------------------------------------------------------------20
Participation/quizzes-----------------------------------------------------30
Midterm Exam-------------------------------------------------------------100
Final Exam---------------------------------------------------------------100
TOTAL---------------------------------------------------------------------400

Grades will be calculated based on percent of total points earned:
93-100 =A       90-92=A-       87-89=B+      83-86=B       80-82=B-       77-79=C+       73-76=C
**Two Semester Course Overview:**

The course begins with the physician and his/her knowledge, skills and attributes. It then continues with the physician’s interaction with the patient, with the community, and with healthcare systems. Parts 1 and 2 will be covered in the Fall term; parts 3 and 4 will be covered in the Spring semester. By the end of the course, students will not only understand the physician in the context of community (locally, nationally and globally) and healthcare systems, but will also be better prepared to be a successful medical school applicant and an eventual culturally competent physician.

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**IDH 3034/3035 Challenges in Healthcare**

1. **Physician**
   - History of Medicine
   - The MD in modern times
   - Medical Ethics/Professionalism
   - How to be a lifelong learner
   - The process of medical education
   - Role of research in medicine—historical context
   - Role of technology in medicine
   - Healthy lifestyles for preservice and medical students

2. **The Patient**
   - Biological
   - Psychological
   - Social
   - Spiritual
   - Social determinants of health and factors affecting healthcare: diet, exercise education, lack of access, wealth, legal issues, etc.
   - Complementary and Alternative Medicine

3. **Community**
   - Social
   - Population
   - Diversity
   - Law
   - Medicine and the law
   - Malpractice and tort reform
   - Changing demographics in the US and impact on healthcare
   - Global health issues
   - Emerging Diseases
   - Additional topics in social determinants of health and disease

4. **Healthcare Systems**
   - Settings
   - Teams
   - Payment
   - Multidisciplinary Approaches
   - Current structure of US Healthcare system
   - Issues: universal healthcare, government’s role in insurance, ACA, ACO, HMO, Medicare, Medicaid, Multidisciplinary healthcare teams, Clinical trials, HIPAA
   - Technology in healthcare systems: EHR, telemedicine

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**Note:** Syllabus subject to change. Students will be notified by email or in class.

All readings and assignments will be put on Blackboard. There is no assigned textbook.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Class #</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
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<td>25-Aug</td>
<td>Course Introduction</td>
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<td>27-Aug</td>
<td>History of Medicine</td>
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<td>3</td>
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<td>1-Sep</td>
<td>Infections in global Historical Context</td>
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<td>R</td>
<td>3-Sep</td>
<td>MD in Modern times: authors, politicians, lawyers, administrators, etc.</td>
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<td>3</td>
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<td>8-Sep</td>
<td>Medical ethics</td>
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<td>10-Sep</td>
<td>Medical ethics- cases</td>
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<td>15-Sep</td>
<td>Professionalism- cases</td>
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<td>8</td>
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<td>17-Sep</td>
<td>Path toward medical education</td>
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<td>Out of Class Assignment-Healthcare Article</td>
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<td>Careers in Medicine- making choices</td>
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<td>Lifelong learning I</td>
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<td>Lifelong learning II</td>
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<td>6-Oct</td>
<td>Role of Research in Medicine- Historical Context</td>
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<td>13-Oct</td>
<td>Mystery Clinical Cases</td>
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<td>20-Oct</td>
<td>Review Midterm Exam/Mystery Clinical Cases</td>
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<td>Complementary and Alternative Medicine</td>
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<td>27-Oct</td>
<td>Complementary and Alternative Medicine</td>
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<td>Factors affecting healthcare: diet, education, lack of access, etc.; social determinants</td>
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<td>3-Nov</td>
<td>Psychology of healthcare: cultural humility;</td>
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<td>5-Nov</td>
<td>Student Presentations</td>
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<td>Critical Thinking and Lifelong learning: concept mapping</td>
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<td>Critical Thinking and Lifelong learning: learning strategies</td>
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<td>17-Nov</td>
<td>Special Topics</td>
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<td>19-Nov</td>
<td>Healthy Lifestyles for premed and medical students</td>
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<td>24-Nov</td>
<td>Stress and Health</td>
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<td>Cultivating resilience in premed and medical students</td>
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<td>EXAM</td>
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<td>Dec 8-10</td>
<td>Final Exam Week</td>
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Labor Day- Monday, September 7
Rosh Hashanah- Monday, September 14
Yom Kippur- Wednesday, September 23; holiday begins sundown Sept. 22 Veteran’s Day- Nov. 11